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## MONTHLY BULLETIN OF THE DEPARTMENT OF PUBLIC INSTRUCTION

### PENNSYLVANIA'S PROGRAM

#### State Superintendent Outlines Principles for Construction of Educational Plans

(From an Address by Dr. Lester K. Ade)

What should be the policies of the Department of Public Instruction in building an adequate program of education for Pennsylvania? Obviously, with a reduced budget and a limited personnel, the Department cannot expand its services. Accordingly, if it is to fulfil its function satisfactorily and improve its program it must revise, redirect, and modify the units of service already in force. It is proposed to accomplish these things in several ways. First, by research looking toward the development of new materials and methods and better utilization of old materials. Second, by a careful evaluation of the Department's units of service in order to eliminate those that are non-functional and that do not improve the educational service, and to save and strengthen those that make a vital contribution to the education of the two million children in our Commonwealth. It is also a part of the Department's program to reinforce those aspects of rural school services as have been found essential and effective in the improvement of the educational opportunities of children in the country.

Another paramount policy in the program is to make it as purely professional as possible and to develop it as a cooperative effort between the Department and the school districts of the State, with the primary emphasis on improving the program of instruction. An educational plan that is designed to prepare youth to live in a democracy must be conducted on democratic principles. It shall be the Department's policy to square its practice with its preaching and to keep as far as possible the execution of the educational program in Pennsylvania in pace with tried and tested theories. Again, the Department proposes to pursue a gradual course of development from practices now in operation toward practices that may be better adapted to meet evolving conditions and needs. Consistent and gradual development is more permanent than sudden development.

The Department calls upon leaders of lay and professional groups throughout the State to cooperate in studying the educational problems of the Commonwealth.

### ADMINISTRATION AND FINANCE

#### Department of Public Instruction Distributes Subsidies and Provides for Institutional Needs

The Department of Public Instruction through the Bureau of Administration and Finance under the direction of Mr. Dorr E. Crosley, has been engaged during the past month in a number of financial services. Checks amounting to more than \$5,730,000 have been sent to 1900 fourth class and \$2,740,000 to 164 second and third class school districts. Grants of special state aid were made to 88 districts in the amount of approximately \$463,000. Some \$200,000 of State funds together with about \$400,000 of Federal funds are to be made available to State Teachers Colleges and other institutions under the control of the Department in order to make it possible for these institutions to meet the provisions of the Fire and Panic Act. Furthermore, to relieve over-crowding and improve health conditions in the State Teachers Colleges, the Department has requested the Legislature to appropriate \$650,000. Additional moneys are likewise being sought for a special state-aid fund for financially handicapped and distressed school districts during the year 1936-1937, and for those that have been seriously affected by flood damages.

#### School Bus Business

Facts gleaned from the columns of "School Management" indicate that the 28,000 schools in America own or contract for the use of almost 78,000 buses for the transportation of pupils. In 1935, nearly 3,000,000 pupils were transported over 925,000 miles of road at a cost of \$53,000,000.

The cost per pupil ranges from sixty-six dollars in Wyoming, to about eleven dollars in North Carolina, the general average being about eighteen dollars per pupil. While there is a trend toward ownership of school buses by school districts, some 70 per cent of school buses now in use are believed to be privately owned and operated under contract with school districts. However, last year, the American schools bought more than 9,000 buses for approximately \$23,000,000.

In the interest of safety for children, it is gratifying to note the rapid rate by which the home-made types of school bus are being replaced with modern up-to-date transportation equipment.

### FLAG DAY

June 14, 1936

#### Governor's Proclamation

On June 14, 1777 the Continental Congress, meeting in Philadelphia, formally adopted the stars and stripes as the Flag of the United States by resolving "That the flag of the thirteen United States be thirteen stripes, alternate red and white; that the union be thirteen stars, white in a blue field, representing a new constellation."

The anniversary of Flag Day has a special significance for Pennsylvania, since it was within the borders of this Commonwealth that this historic emblem of national liberty, equality, and justice was born. In a true sense it was in Pennsylvania that "Freedom from her mountain height unfurled her standard to the air." Pennsylvania feels a profound pride in the part her patriotic sons played in the origin of the flag and her citizens experience a new realization of their rights and privileges as a free and sovereign people on this Anniversary.

Now, therefore, I, George H. Earle, Governor of the Commonwealth of Pennsylvania, in this 159th Anniversary of the Adoption of the Flag by Congress and the 39th Anniversary of the observance of Flag Day in America, in order to assure the preservation of this Union, and to promote the national welfare, justice, equality, and brotherhood, and to keep secure the heritage gained by patriotic sacrifices, do hereby designate and proclaim Sunday, June 14, 1936 as Flag Day, and call upon patriotic, civic, and other organizations, as well as every citizen to observe this day by displaying the flag on all public buildings and in public places, along streets, and on business houses and residences, and to further observe the day by engaging in such patriotic exercises as may be appropriate to the occasion. I urge further that on this day in all places of public worship an expression be given to those sentiments of patriotism and devotion to country which are symbolized by the Stars and Stripes.

GIVEN under my hand and the Great Seal of the Commonwealth, at the City of Harrisburg, this Fourth Day of June, in the year of our Lord one thousand nine hundred and thirty-six, and of the Commonwealth the one hundred and sixtieth.

GEORGE H. EARLE.

By the Governor:  
Secretary of the Commonwealth.  
DAVID L. LAWRENCE,



## Pennsylvania Public Education

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## 160th Anniversary of Independence Day

July 4th, 1936 marks the 160th anniversary of the adoption of the Declaration of Independence. This is considered the greatest secular holiday of the United States and its observance has the statutory sanction of every state in the Union.

According to Lossing, the signers of the Declaration of Independence were all natives of American soil with the exception of eight. Sixteen of them were from the Eastern, or New England colonies, fourteen from the Middle, and eighteen from the Southern colonies.

Twenty-seven of the signers had been regularly graduated in colleges, or about one-half. Twenty others had received an academic education, and the remainder had each been taught at a plain school, or at home. Of the fifty-six signers twenty-five had studied the institutions of Great Britain while sojourning in that country. All had something to lose if the struggle should result in failure to them. Many of them were wealthy, and, with few exceptions, all of them were blessed with a competence.

Thirty-four of them were lawyers, thirteen were planters or farmers, nine were merchants, five were physicians, two were mechanics, one was a clergyman, one a mason, and one a surveyor. None of the signers ever fell from the high estate to which that great act had elevated him. It has been well said that "the annals of the world can present no political body the lives of whose members, minutely traced, exhibit so much zeal of the patriot, dignified and chastened by the virtues of the man."

## INSTRUCTION

### Children With Handicaps

The Children's Charter recommends that for every child who is blind, deaf, crippled, or otherwise physically handicapped, as well as for the child who is mentally handicapped, such measures be taken as will early discover and diagnose his handicap, provide care and treatment, and so train him that he may become an asset to society rather than a liability. The school with adequate medical inspection usually discovers a physical or mental handicap quite early in the child's life. The home and school visitor, in cooperation with the school physician and school nurse, should assist in securing corrections of immediate physical handicap.

In the Department of Public Instruction's new bulletin entitled *Home and School Visitor Manual*, will be found many helpful suggestions in dealing with this problem.

### Future Craftsmen of America

The Executive Committee of the Future Craftsmen of America met in the Department of Public Instruction, at Harrisburg from May 12-14, to outline a program of activities to bring together all types of industrial youth's practical projects, both in and out of school.

This Committee, consisting of Dr. Paul L. Cressman, Chairman; Mr. Earl L. Bedell, Assistant Director of Vocational Education in Michigan; Mr. E. E. Gunn, State Supervisor of Trade and Industrial Education in Wisconsin; and Mr. Irvin S. Noall, State Director of Vocational Education in Utah, has been developing both principles and projects for such a program during the past several years.

The Future Craftsmen of America which is a new development in American education is composed of three affiliated groups; the apprentice craftsmen, the junior craftsmen, and the amateur craftsmen. The F. C. A. will coordinate the local, state, and national programs of these several groups. In process of preparation at the present time are constitutions for these several organizations which, it is expected, will be ready for use by next September.

The Future Craftsmen of America is to be a boys organization, characterized by conventions, degrees of range and achievement, and annual awards for merit, which will serve industrial youth in much the same way as the Future Farmers of America organization serves agriculture.

Among the stated purposes of the Future Craftsmen of America, comprising apprentice, junior, and amateur craftsmen, are the following; to promote the spirit or craftsmanship in all types of industrial education, to create more interest in the choice of industrial occupations, to encourage recreational activities among craftsmen, and to assist in the transition from student life to community and industrial life.

Dr. Paul L. Cressman, who presided at the meeting, is also director of the Bureau of Instruction in the Department of Public Instruction at Harrisburg.

### Aviation Achievement in High Schools

The course in aviation which has been in operation in the Teaneck High School in New Jersey during the past two years has made a remarkable record. During 1,300 hours of flight involving more than 7,000 air trips with students at the controls, there never has been an accident of any kind, and the airplane is in perfect condition. Eighty-

three students have been given flight experience, twenty solo students have been developed, five others have received their Federal licenses as airplane pilots, two have entered aviation careers, and four are working for their degrees in aeronautical engineering. To add to the credit of this achievement, during the period in which the course was given, no aviation student failed in general school work or became a problem to the administration.

### "Building America"

New and valuable materials of instruction are being made available for the public schools of Pennsylvania by The Society For Curriculum Studies of New York City, through their publication entitled "Building America". This periodical, which is characterized by its fine variety of suggestive illustrations, its clear style, and above all its up-to-dateness, develops such fundamental subjects as food, men and machines, transportation, health, communication, and power.

## CALENDAR OF EDUCATIONAL EVENTS

- June 28—July 2  
National Education Association Convention Portland, Oregon, Headquarters at Civic Auditorium; theme, "Education Moving Forward".
- July 6-9  
American Home Economics Association, Seattle, Washington.
- July 25—Aug. 8  
City of London Vacation Course, Bedford College, University of London, England.
- July 28-30  
Superintendents' Conference, Pennsylvania State College, State College, Pennsylvania.
- July 30—Aug. 1  
Annual Vocational Conference, Pennsylvania State College.
- July 31—Aug. 14  
Seventh World Conference of New Education Fellowship, Cheltenham England.
- Aug. 31—Sept. 7  
World Congress of Youth, Geneva.
- Oct. 1-2  
Central Convention District, Lock Haven, Pennsylvania.
- Oct. 7-8  
Education Congress, Department of Public Instruction, Harrisburg, Pennsylvania.
- Oct. 13-15  
Annual Convention, Pennsylvania Congress, Parent-Teacher Association, Harrisburg, Pennsylvania.
- Oct. 15-17  
Western Convention District, Pittsburgh, Pennsylvania.
- Oct. 16  
Northwestern Convention District, Erie, Pennsylvania.
- Oct. 16-17  
Bucknell Conference on Education, Lewisburg, Pennsylvania.
- Oct. 23-24  
Eastern Convention District, Reading, Pennsylvania.
- Oct. 23-24  
Midwestern Convention District, New Castle, Pennsylvania.
- Oct. 30-31  
Secondary Education Conference, Harrisburg, Pennsylvania.



## DUALISMS IN EDUCATION

### Correlation of Divergent Principles Improves Practice of Instruction

A study of opposite viewpoints in educational practices and policies is being made by State Superintendent Lester K. Ade, with a view to converting into some practical advantage what are apparently controversial issues. Always the constructionist, Doctor Ade in his discourse attempts to reconcile different schools of thought, thereby making positive use of both viewpoints on each question. Under the title of "The Positive Use of Dualisms in Education" the Superintendent presents the following twenty issues:

1. Ultimate goals vs. immediate goals.
2. Teaching the child vs. teaching the subject.
3. Learning through interest, purpose, and drive vs. learning through practice, drill and exercise.
4. Child as center vs. teacher as center.
5. Cooperative pupil control vs. external control.
6. Creativeness vs. conformity.
7. Individual instruction vs. class instruction.
8. Socialism vs. individualism.
9. Education as a continuous readjustment vs. education as an accumulation of facts.
10. Finding and solving problems vs. systematic mastery of facts.
11. Psychological organization of materials vs. logical organization of materials.
12. Teaching as an art vs. teaching as a science.
13. Integration or synthesis vs. specialization or analysis.
14. Philosophy of education vs. science of education.
15. Silent reading vs. oral reading.
16. Informational reading vs. recreational reading.
17. Reading for meaning vs. reading for mechanics.
18. Content vs. method.
19. Spiritual values vs. material values.
20. Intellectual education vs. moral education.

In his paper Doctor Ade states: "The best position with respect to these dualisms is to build the learning situation from the good in both aspects of them. In every case the advantage seems to be in seeking a proper harmony of the two elements, for by carefully coordinating the elements, we shall gain their full contribution to education."

### York "Teachers Talk"

The first number of the first volume of "Teachers Talk", a publication dedicated to the highest ideals of the profession, has recently been issued by the York City Education Association, as a part of a program of activity to educate the public.

## HISTORICAL COMMISSION

### Anniversary of Earliest Settlement in Pennsylvania

On May 6th, Mr. Cliff S. Patterson introduced a bill in the General Assembly of Pennsylvania providing for the commemoration of the 300th Anniversary of the earliest settlement, the first courts of law, and first capitol within what is now Pennsylvania. Glimpses of the rich historical background are given in the bill which refers to the landing of the ships Talimar, Nyckel, and Fogel Grip on the Delaware in March, 1628, thereby establishing the colony of New Sweden on land later included in the Royal Grant to William Penn. The document further relates that Pennsylvania's state sovereignty in reality began with Johan Printz, who under plenary power reposed in him by the Swedish Crown, planted her first capitol under permanent government on Tinicum Island which is now in Delaware County, and was himself her first governor. On this sight were established her first law courts and three years later was consecrated Sweden's historic Church, the first building of any branch of the Church Universal within Pennsylvania's bounds.

Upon the arrival of William Penn in 1682, there began a coalition in government which merged New Sweden into what Penn hoped for, perfect democracy in the province of Pennsylvania. It is said that the character of these early settlers was so beneficent that New Sweden and its successor, Pennsylvania, were the only colonies that lived at peace with the Indians and with neighboring colonies.

The Pennsylvania Historical Commission of the Department of Public Instruction is actively interested in this bill which carries an appropriation of \$25,000 for the successful execution of the proposal therein.

### HISTORICAL PUBLICATIONS AVAILABLE

The Department of Public Instruction through the Division of the Historical Commission has available for distribution a number of historical publications of interest to schoolmen and others who have occasion to use such material.

Among the documents which may be had by interested persons who address their request to the Historical Commission of the Department of Public Instruction at Harrisburg, are the following:

Third Report of the Historical Commission .....	1922
Fourth Report of the Historical Commission .....	1926
Fifth Report of the Historical Commission .....	1931
Pennsylvania Bibliography—Bulletin No. 2 .....	1933
Archaeology of the Delaware River Valley—Vol. No. 1 .....	1930
Study of the Delaware Indian Big House Ceremony—Vol. II .....	1931
Petroglyphs in the Susquehanna River Near Safe Harbor—Vol. III .....	1934
Map of the Sullivan Expedition ..	1929
Pennsylvania Sesqui-centennial Celebration of the Sullivan-Clinton-Brodhead Expedition Against the Iroquois Indians .....	1929
William Penn—A Bibliography—Vol. No. 1 .....	1932
William Penn's First Charter, April 25, 1682 .....	1925

## PROFESSIONAL ORGANIZATIONS

### Pittsburgh Teachers' Platform

Professional ideals toward which the teachers in the public schools of Pittsburgh are striving are suggested in the following platform which appeared in a recent issue of their official publication, "Pittsburgh School Bulletin".

The Schools of the People should give to the children:

Ample provision for exercise and joyous play.

Buildings, simple, but stately; thoughtfully planned, skillfully built, generously equipped.

A course of study offering training for service and appreciation; presenting in the order of their importance those things which contribute to a strong healthy body; an alert sure mind; a fine steadfast spirit.

Those things in art or craft which develop to the full the latent ability of each one to serve his fellows with dexterous hand; a lofty mind; and a glad heart; rich in response to the beautiful and noble in life.

Teachers who love children with a parent's love, and books with a scholar's fondness; who find beauty and joy in service; are large of vision; learners always.

A training which leads from learning and doing on to wisdom; to high ideals; to service as a sacred trust; in worthy citizenship; to character.

And, having given these things to the children, the Schools of the People should also give to all citizens an exalted, neighborly life more abundant; making the Big Red School House a radiating center for the final good of all Americans, and then for the world.

### Creed for Directors

The vital importance of the work of school directors is suggested in the following creed which appeared in the official organ of the Department of Education of the State of Washington.

I BELIEVE in the directors, the devoted men and women of today and yesterday; that whatever they sow the community will reap.

I BELIEVE that ignorance is a tax; that the unskilled represent lost opportunity; that lack of training and proper development represent waste.

I BELIEVE that our greatest problem is the proper training of our generation; that interest and dollar marks will not weigh in the balance with our ideals of worth and character; that our hopes and fears must still center around the fountains of love and laughter.

I BELIEVE there is a problem for every day I live; that opportunity knocks at my door continually; that progress and good citizenship demand that I stay at my post of duty.

I BELIEVE in civic pride; in community life; and in the responsibility of the individual; in public opinion; in the open forum; in the rule of the people; and that their voice is the voice of God.



## LICENSING AND LAW

### Creation and Alteration of School Districts

At a time when a program of consolidation of schools is under general consideration, school men are ever alert for new light on the processes of altering, creating, or consolidating school districts. A very careful and comprehensive study of this subject has been made by Dr. Clarence E. Ackley, Director of the Bureau of Licensing and Law for the Department of Public Instruction in Harrisburg, and appears in the current issue of the 1936 Yearbook of School Law. Doctor Ackley presents an interpretation of all the decisions of the Supreme and Superior Courts of the forty-eight states for the year 1935, insofar as these decisions affect consolidation of schools. In the summary of his treatise on the Creation and Alteration of School Districts, Doctor Ackley states that the highest courts of the several states have rendered important decisions holding among other conclusions, that: 1. A state legislature may change the classification of one or more districts by general legislation; 2. A mere correction of the boundary lines of a district is not in the same category as consolidation, and therefore, is not subject to the same legal requirements; 3. When a detachment of territory for the purpose of annexing it to another district leaves the district from which detached with a valuation less than required by law, the annexation must not be made; 4. When the power of making consolidations is vested in local boards of school directors, the power must not be used arbitrarily, and proper consideration must be given to the welfare of the pupils, especially in such matters as transportation needs; 5. In making consolidations due consideration must be given to constitutional and statutory limitations on bonded indebtedness, but actuality rather than possibility of exceeding these limitations should be the basis of guidance; 6. Action for accomplishing consolidation must be initiated by those to whom the responsibility is given by law, and they must not act arbitrarily; 7. The creation of a district is held to be accomplished and effective at the time the formal order is issued notwithstanding subsequent remonstrance and appeal, unless said appeals are sustained; 8. Those affected by a proposed change are entitled to make remonstrance or take appeal, and having once remonstrated they may withdraw their objections if they so desire.

## STATE LIBRARY AND MUSEUM

### Varied Services Rendered by Library Division of Department

An account of the activities of the Division of Library and Museum in the Department of Public Instruction, in charge of Dr. Joseph L. Rafter, reveals a varied and extensive program of service during the past few weeks. The General section of the Library, in addition to loaning books to its many patrons, assisted various visitors and guests in solving more than 800 questions requiring research. Members of the

SCHOOL BUSINESS CALENDAR FOR SUPERINTENDENTS AND DIRECTORS			
DUE	SUBJECT OF REPORT	SECTIONS OF LAW	FORM NUMBER OF REPORT
June 1	Supervisors of Agriculture—Annual Report .....	3401	Mimeographed
June 1	Settlement with Tax Collector	559	
June 1	Part-time and Evening Class Report—Agriculture .....	3401	Mimeographed
June 1	Future Farmers of America Annual Report .....		Mimeographed
June 1	Report on Former Pupils of Agriculture (This report to be submitted this year for the first time) .....		Mimeographed
June 15	Members of School Board (Revised list is due after organization of board in December)	317	PIBB-20
June 30	Employment Certificate Report	317	PICA-45
June 30	Annual Perfect Attendance Report .....		Mimeographed
June 30	Annual Summary Attendance Report (Fifteen days after close of school term) .....	2904	PICA-10-13
At close of term	Data Relative to Children Assigned by Court .....	1402	PICA-51
At close of term	Data Relative to Institutional Children .....	1412	PICA-50
15 da. after close term	Attendance Report (for last month of year) .....	2904	PICA-7-9
15 da. after adoption	Annual School Budget .....	563	PIBB-32
July 1	Application for Appropriation for Transportation .....	317	PIBB-12
July 1	Application for Appropriation for H. S. Tuition .....		PIBB-13-14
July 3	Report of Firms Employing Minors .....		PICA-46
July 6	School Year Begins		
July 10	Vocational Home Economics Schools Annual Report .....	3401	PIVE-15
July 6	Duplicate and Warrant to Tax Collector .....	546ff	
July 10	Rural Community Vocational Schools and Departments of Vocational Agriculture—Annual Affidavit .....	3401	PIVE-14
July 10	Vocational Industrial Schools—Annual Report .....	3405	
July 10	Vocational Industrial Report—Classes for Employed Persons—Affidavit .....	3405	PIVE-11
July 15	Data for Pennsylvania Educational Directory .....	2904	
During July	Auditors' Report (at close of audit) .....	2620	AD-21
During July	Contracts for Transportation of School Children .....		PIBB-19

staff likewise gave a considerable amount of time in assisting the W.P.A. workers on their Writing Project. This section is also cooperating in making historical, literary and economic surveys of ten counties in the Commonwealth. The Law Library section, besides increasing its service to readers by 10 per cent, gave special preservative treatment to more than 3,000 old books and had almost 1,000 others bound for permanent reference. The Extension section of the Library not only increased the number of registered individual borrowers during the past month but registered some twenty new schools and established six new traveling libraries. The Archives section during the

same period examined, checked and classified more than 800 pieces of Revolutionary manuscript, inventoried ten volumes of the Philadelphia county papers, cleaned several hundred other volumes by a new process recently adopted by the Library, and accessioned a great many new volumes in the Archives. The Museum section circulated some 24,000 slides and ten rolls of film strip as well as twenty-seven projecting instruments to the schools and other institutions interested in educational and historical projects. During the month, more than 10,000 visitors enjoyed the numerous and extensive exhibits on display in the Museum.



# TEACHER EDUCATION AND CERTIFICATION TEACHERS COLLEGE MOVEMENT

(By Dr. Lester K. Ade)

## Normal Schools

It is observed that the birth place of the idea of State Normal Schools was in Massachusetts in 1838, which is less than one hundred years ago. Six years later New York followed her example and within eleven years the idea had traveled westward to Michigan. Within twenty years it had reached Illinois and Minnesota, and in less than a quarter of a century it had crossed the continent to California. By 1863 it had reached Maine. In 1879 it reached Texas. Fifty years after the idea was established thirty-four of the forty-eight states had accepted the idea and in 1910, Mississippi, the only one of the forty-eight states never to have entered the fold, legislated in favor of a State Normal School.

## Development of Teachers Colleges

To all the splendid contributions made to teacher-education by the Normal School was added the constructive contribution of the development of the Teachers College Movement. The first Normal School to become a State Teachers College was at Albany, New York, in 1890. The young people educated there dealt almost exclusively with children in the upper age levels. Ypsilanti, Michigan, followed in 1897 when it developed its four-year curriculum for secondary school teachers, teachers and supervisors of special subjects, and then later extended its elementary curriculum to four years. Emporia, Kansas, in 1904; Terre Haute, Indiana; Kirksville, Missouri; four schools in Illinois, in 1907; and Greeley, Colorado, in 1911, joined the Teachers College Movement. It becomes obvious at once that the movement to provide more extended and richer opportunities for the education of the American teacher is a recent one and its phenomenal growth can be explained only on the grounds that it is truly an expression of a free people to provide the best instructional service for the children in its public schools.

## Part of Public School System

It is significant that in the development of the Teachers College Movement recognition was given to the fact that these institutions were a part of a public school system of the state in which they were developed. This was to be expected since they educated teachers for the public schools. The colleges must maintain a relationship with the field which they serve. It became essential then for the State Legislatures to provide adequate financial support for the maintenance of these institutions. The greater the support, the larger contribution do these institutions make to the solutions of the difficult social problems confronting the people of the Commonwealth. As a part of the public schools, the State Teachers College repudiated the philosophy of class distinction and championed the fundamental principle that capacity and personal competence should be the determining factors in the selection of prospective candidates for teacher-education institutions. Any policy on the part of the State to restrict teacher-education to the sons and daughters of the upper economic stratum would be antagonistic to the best interests of a democracy.

## Professional Growth

The professional growth parallels the growth of the institutions themselves. Less than 15 years ago not more than 10 per cent of the instructional staffs had completed preparation beyond the baccalaureate degree, while today practically 85 per cent have not only earned their master's degree; but 10 per cent have earned their doctorate. This does not tell the whole story. Travel, research, participation in the affairs of the Government, authorship, all give evidence of the scholarly attitude of the men and women who carry on the instructional service of the institutions. The task still remains of further increasing the scholarly accomplishments and the development of broader visions of the affairs of life. These colleges will continue to merit the respect and recognition of the public and of institutions of higher learning as they continue to meet the challenges just indicated.

## THE CERTIFICATION OF PENNSYLVANIA'S TEACHERS

### Upward Trend in Numbers and Status of Certification of State's Educators

A comprehensive report prepared by the Teacher Division of the Department of Public Instruction, in charge of Mr. Henry W. Klonower, covering the certification of teachers over a nine-year period from 1927-1935 inclusive, reveals a distinctly upward trend in the professional preparation of Pennsylvania's 62,692 educators. An interesting part of the report indicates the number of teachers in the various grade levels of the public school system. During the past nine years the total number of teachers and supervising officials grew from 57,000 in 1927 to 63,000 in 1935; during these years the number of junior high school teachers almost doubled in number from 3,000 in 1927 to more than 6,000 in 1935; likewise the number of teachers in other high schools increased from approximately 10,000 to more than 14,000; the number of supervising officials during these years changed but slightly from 1,592 in 1927 to 1,676 in 1935.

More interesting if not more significant than the change in number of teachers is the trend in the status of their certification. Possibly the increasing percentage of teachers holding college certificates is an index of the trend in this respect. In 1927 approximately 16 per cent of all teachers and supervising officials in Pennsylvania held college certificates, while in 1935 about 36 per cent held college certificates. During the same period the percentage of kindergarten teachers holding college certificates increased from 3 per cent to 9 per cent; the percentage of elementary school teachers increased from 3 per cent to more than 12 per cent; the percentage of junior high school teachers holding college certificates increased from 33 per cent to 66 per cent; the percentage of other high school teachers holding college certificates from 1927 to 1935 increased from 64 per cent to 84 per cent; and the percentage of supervising officials holding college certificates increased from 43 per cent to 74 per cent.

In contrast with this consistent increase in percentage of teachers holding college certificates is the corresponding decrease in the percentage of teachers holding partial certificates. In 1927 approximately 14 per cent of all teachers and supervising officials in Pennsylvania held partial certificates, while in 1935 less than 1 per cent held such certificates. The gradual elimination of this type of certification is evident by the figures

in practically all levels of public school education. Among kindergarten teachers the percentage dropped from 1.1 to .2; among elementary school teachers the percentage dropped from 17.4 to 1.0; among junior high school teachers the percentage dropped from 4.8 to .2; among other high school teachers the percentage dropped from 5.4 to .1; among the supervising officials the percentage dropped from 3.4 to 0.

## M. A. DEGREE IN TEACHING

### Better Professional Preparation Objective of Innovation

In an effort to prepare college students adequately for secondary school teaching, Harvard University and Radcliffe College have recently announced a new degree for prospective teachers called "Master of Arts in Teaching". Work for the degree will be administered by a board representing both the Graduate School of Arts and Sciences and the Graduate School of Education, the faculty of the former setting the requirements and examinations in subject matter, and the faculty of the latter the work in Education. Performance, not marks in courses, will be the criterion of the candidates for a teaching degree. Following are the fields of teaching in which the degree will be given: English, fine arts, classics, mathematics, the natural sciences, the social sciences, French, and German.

This new departure in the training of teachers is designed to guarantee a well-rounded preparation for the profession. It has been felt by many educators that frequently teachers well-grounded in subject matter were inadequately prepared in teaching methods; and many who were adequately prepared in methods of education, were inadequately prepared in content and material. Under the new plan a teacher is assured thorough training in both respects. Moreover, it is peculiarly appropriate that Radcliffe should be the first college to offer this degree, for there are more women who go into teaching than into all other professional fields combined.

## THE INTERNATIONAL RETIRED TEACHERS CLUB

### New Organization Affords Social Opportunities For Its Members

Through one of its members living in Florida, the School Employees' Retirement Division of the Department of Public Instruction, which is in the charge of Dr. H. H. Baish, has been informed of the creation of a new organization under the name of International Retired Teachers Club. Composed of some 134 charter members, this club, which is only in its second month of existence, holds weekly meetings on the famous Municipal Pier in St. Petersburg, Florida. Charter President of the new organization is Mrs. Phoebe Matthews, of West Somerville, Massachusetts. Dr. Henry Colestock of Lewisburg, Pennsylvania, Vice-President; Mrs. T. Arnold of New York, Secretary; Mrs. M. Arnold of New York, Treasurer.

According to the statement of the Florida member, the weekly meetings are marked by a gay and cheerful spirit, one of the main features being assembly singing led by Laura B. Staley, a member from Pennsylvania. So enthusiastic is the music that frequently spectators and casual visitors in the vicinity join in the singing.



## HIGHER EDUCATION

### Present Employment Practices

The extent and manner in which members of the teaching staff of institutions of higher learning have been affected by the depression may be understood from 96 carefully selected questionnaires that were returned from a survey of 752 colleges, universities and teachers colleges throughout the United States. Representative replies indicate that the aggregate of full-time faculty members employed by the 96 colleges and universities fluctuated very little since 1930. Other significant practices indicated by the survey include the following: 80 of the 96 institutions cut salaries; eastern institutions were more successful in maintaining salary levels than western institutions; the year of maximum cutting was 1932-1933; the magnitude of the average cut was approximately 15 per cent; in only seven cases did administrations regard the cuts as establishing a new salary base; these salary levels lag behind the business cycle by approximately two years; the east leads the other parts of the nation in restoring salaries; the public institutions show a greater tendency to restore salaries than private institutions. The security of the instructor is apparently increasing and these figures are hopeful indications of an improved faculty status for young men. In 47 of the 96 institutions all appointments are now made for one year, regardless of rank, while in the other institutions some differential prevails, and professors and associate professors are appointed for indefinite terms of service; assistant professors for two or three years of service; and instructors for one year. There is unmistakable evidence that the period of greatest stringency is over; there are signs of improved conditions.

### Post-Doctoral Training

The Association of American Universities at its annual conference strongly favored a definite proposal by President Compton for cooperating universities to receive as post-doctorate fellows candidates recommended by a national board. Under these proposed plans each university will be asked to offer post-doctorate fellowships for research to be carried out in that institution in such number and in such fields as it may wish. Candidates are expected to submit plans for research and to indicate one or more choices of cooperating institutions at which they would elect to carry on their work if appointed. Appointments should be made for a two-year period and the fellows would be expected to cooperate in the teaching or other work of the department in which they may be appointed to an extent requiring not more than one-third of their working time. The proposal further recommends that the schedule of stipends in all institutions be uniform. While the plan gives preference to the basic fields of learning there are strong arguments for including certain of the professional fields, such as medicine, engineering, and agriculture.

### New General College

Regardless of their future plans for study, all students entering the University of Florida are required to enter the new General College for two years. This two year program consists of a group of six comprehensive courses required of all students, a set of comprehensive examinations, certain selective, comprehensive, or specialized courses, and a definite system of student

guidance which will provide for the adjustment of the individual student's program to his individual needs and abilities. Another innovation in the General College at Florida that is in keeping with newer trends is the dispensation of clock hours, class marks, and semester-hour credits prerequisites to the completion of its program.

### Scholarships in Journalism

Three scholarships for high school seniors interested in journalism will be available at the Pennsylvania State College this fall. Valued at \$150 each they have been provided by Dietrick Lamade, publisher of The Williamsport Grit; Edward J. Lynette, publisher of The Scranton Times; and Vance C. McCormick, publisher of The Harrisburg Patriot and The Harrisburg Evening News.

The basis for selecting the successful candidates will be their scholarship, the quality of the written material which they submit from the publication in which it appeared, and the evidence of their interest in journalism as a profession.

## EMERGENCY EDUCATION

### WPA Museum Extension Projects

The great variety and extent of projects under the Museum Extension division of the WPA may be comprehended from the following check list which serves as a guide in directing this work for the benefit of the public schools.

Museum exhibits include Pennsylvania in history, relief maps of Pennsylvania, modes of traveling in Pennsylvania, the story of clothing, historic incidents and episodes, the story of printing, the American Indian, flowers and animals of Pennsylvania, historic buildings, industrial developments, Pennsylvania homes, discoveries, scenes from daily life, and weaving. One of the most interesting features of the WPA service to schools is the preparation of marionette theatre sets carefully designed and painted with due attention to the details of stage-setting, lighting, and costume making of the characters. Legends, tales, historical events, well known and worthwhile stories, will be used as the basis for short plays for the marionettes.

Other original plays will be written consistent with the limitations of marionettes in portraying character, such as plays on good health, fire prevention, and safety first. In order that the schools shall have no difficulty in making models of these valuable, visual learning devices, the sets will be accompanied by mimeographed script, text, and descriptive bulletins, as well as suggestions on how to make marionettes and puppets, how to secure effective stage lighting, how to design scenery and construct adequate stages.

School people in Pennsylvania may secure these and similar visual educational materials by applying to the Works Progress Administration on Cameron Street in Harrisburg, and referring to Martha C. Colt, who has charge of the Museum Extension Projects.

### Progress in Music Projects

Under the WPA music projects have been going forward to such an extent that more than 3,000,000 persons heard concerts at the hands of 15,000 musicians during the past three months. At present there are rehearsing or performing the following units: 163 symphony orchestras, 51 bands, 15 ensembles, 69 other orchestras, 22 choruses and 6 opera units. Likewise in progress are over 100 music teaching projects and 31 projects for composers, soloists, and copyists.

## SIGNIFICANT STATISTICS

### SCHOOLS FOR THE DEAF

There are 209 schools for the deaf in the United States having enrolled approximately 20,000 pupils under the instruction of nearly 3,000 teachers. The Pennsylvania School at Mt. Airy with 532 pupils, ranks second in enrollment, the Illinois school having 743 in attendance.

The State of Pennsylvania with 1,470 children enrolled in schools for the deaf also ranks second among the states, New York having 2,180 in all of its schools for the deaf. Since 1817 when the first school of its kind was founded at Hartford, Connecticut, it is estimated that approximately 130,000 deaf children have received instruction in the 209 schools that have been cited since that time. The Pennsylvania School at Mt. Airy stands first in valuation, building, and grounds, the assessed valuation being \$2,392,000.

### SCHOOL COSTS

An enterprising writer in a Newark (New Jersey) Teachers Journal has computed the cost of school service per pupil per day on the basis of average daily attendance for 180 days per year. The cost of all school services exclusive of buildings and bonds for each pupil per day in Newark would be fifty-eight cents according to the following itemized bill.

Teaching service .....	.46½
Upkeep of buildings .....	.06½
Textbooks and supplies .....	.01½
Special services .....	.01¾
Administration .....	.01½
Fixed charges .....	.00½
Total .....	.58¼

### LENGTH OF SCHOOL TERM

Reports to the Office of Education, Department of the Interior, from thirty-three states, reveal that in 1934 about one-third of all pupils were in schools which were open only eight months or less during the year. Two-thirds of our country's pupils attended schools having terms of nine months or more.

In the United States as a whole, educational opportunity varies from fifty days or less to 200 days or more a year. United States Office of Education records show that the common term in both elementary and secondary schools in most foreign countries is 200 days or more, approximately ten months.

### ENDOWMENTS GROW DESPITE DEPRESSION

Among America's privately endowed universities noted for graduate study that came out of the depression with endowments appreciably greater than when they went in, are the following:

University	1929	1935
Harvard .....	93,000,000	129,000,000
Yale .....	70,000,000	96,000,000
Princeton .....	20,000,000	27,000,000
Chicago .....	51,000,000	59,000,000

### COUNSELING IN C.C.C. CAMPS

Counseling and guidance of CCC camp enrollees is an important element of the educational program in the CCC camps throughout the United States. Guidance interviews held with camp enrollees increased in number from 131,000 in September, 1934, to 300,500 in October, 1935.



## RESEARCH

### Suggestions for Research

Proposed during an informal discussion at a recent meeting of the staff of the Department of Public Instruction were the following suggestions for research study. The list comprises topics that are of interest not only to school people in general, but to certain groups interested in special fields of education.

1. Occupational trends.
2. A compilation of studies already made.
3. The grade-placement for the teaching of long division.
4. The transportation problem.
5. The teacher education level beyond which it is not profitable to go with respect to the law of diminishing returns.
6. The school survey.
7. A follow-up of high school graduates for a five-year period.
8. A study of the failure group according to grade and subject.
9. The drop-out rate from grade 10 to 12.
10. The relation between the Department of Public Instruction and private schools.
11. The status of grades 13 and 14 in public education.
12. The type of agricultural course best suited for out-of-school pupils.
13. The tuition problem.
14. A comparison of the achievement of university extension students with that of resident students.
15. The joint school organization.
16. An effective course for the rehabilitation of citizens.
17. The minimum size standard for secondary schools.
18. The relative amount of technical agriculture and general agriculture desirable in public school courses.
19. A study of the carry-over of avocational training into life.
20. The most effective types of visual aid in education.
21. An effective guidance program.
22. College entrance requirements in relation to the practical arts.
23. The proper distribution of budget allocation.
24. Prognostic tests as a basis for vocational guidance.
25. A testing program adapted to the eighth grade and twelfth grade levels.
26. A valid test to determine the carry-over of learning in the social studies courses into citizenship.
27. The effect on longevity of a highly competitive inter-scholastic athletic program.

### Implications of the Educational Survey

Several significant implications evolving from the survey of education in Pennsylvania, initiated several years ago through the Carnegie Foundation for the Advancement of Teaching, to study progressive achievement in knowledge of a group of secondary school students for a period of years extending through college and beyond, are presented in a report by Walter A. Jessup in a recent issue of "The Educational Record." The survey, which was conducted through approximately 2,000 test questions given to more than 30,000 students in Pennsylvania, was aimed primarily at

determining the reasoning and thinking power of the students as well as the endurance of the knowledge of the students. Among the factors affecting the result of the tests were the differences in the "intellectual climates", teaching techniques, and personnel of the colleges in which the students worked. The results of the tests revealed a considerable over-lapping in the achievements of students at different levels and ample evidence to show that progressive attainment of specific levels from the senior class in high school through the senior class in college, is by no means regular or even. A new basis for classification of students in secondary schools and colleges appears to be warranted. A further implication is that "no system of education can be adequate until we provide means for finding out what a student knows and can do before we begin to instruct him at a level where he can and will take hold for himself."

The report points to the significant fact that instruction is disappearing from our formulas and that learning is taking its place. It is important that in the machinery of education we do not lose sight of the student himself. While the child is admittedly the center of the school, all too little is known about him. "We need to take whatever additional steps are necessary in order that we may know the students that we have in our classes and that we may take cognizance of their variation."

## IT'S BEING DONE

### EDUCATION TO SUIT NEEDS

That education can be adapted beneficially to the requirements of individuals in their particular vocations is being demonstrated at State College where extension service in the mineral industries branches are providing vocational training for more than 3,000 men in five major industries. The 88 class centers located in 29 counties of Pennsylvania are offering courses in mining, petroleum, and natural gas, metallurgy, and ceramics to individuals who rank in education from a single year at the common schools to nine years, and college and university study. The courses cover both the theoretical and practical aspects of the industries.

### RADIO IN PRINT

A new periodical entitled "Talks" now in its third number, is being published by the Columbia Broadcasting Company for use of radio listeners who may desire to read or study addresses heard over the air. This new periodical, 5½ by 8 inches and containing some 60 pages, carries about 20 addresses in each of its issues which are brought out four times a year. The publication is characterized by the diversity of addresses presented in each number.

### MARRIAGE INCLUDED IN COLLEGE CURRICULUM

An evidence indicative of the present trend to make education practical is the inclusion of a marriage course in the curriculum at Syracuse University. The course, which consists of seven lectures, will extend into the fields of Psychology, Biology, Sociology, Home Economics, and Religion. The institution of this course is a result of a petition signed by 613 students and is, of course, elective.

## AUXILIARY AGENCIES

### PTA Computes Cost of Education

The April number of the Parent-Teacher Magazine reports figures which indicate that the per pupil cost of education is in proportion to the size of the school district, the highest costs occurring in the smallest districts.

School Enrollment	Medium Cost Per Pupil
Under 100 .....	\$111.67
100-199 .....	77.81
200-299 .....	66.17
300-399 .....	64.31
400-499 .....	65.91

### Parent Education

A definite step toward the development of parent education and closer home and school relationships has been taken by the American Association of Teachers Colleges at their recent annual meeting, when they resolved to cooperate with the National Congress of Parents and Teachers and the National Council of Parent Education in their efforts to develop nation-wide programs in parent education. They further resolved to encourage the establishment of departments of parent education in teacher education institutions in America.

### An Effective Safety Program

What purports to be a most successful and extensive safety program has been initiated by the National Congress of Parents and Teachers, and is directed toward educating parents and children in their homes and schools to assume personal responsibility for improving highway safety conditions.

A 16-page pamphlet giving suggestions for effective activities in promoting traffic safety education is being prepared for distribution to some 26,000 local parent-teacher associations. Sponsoring school board patrols, marking off streets adjacent to schools, observance of laws governing requirements for young drivers, instructing student drivers in the operation of cars, and cooperating with police in securing protection at crossings, are among the activities that will be encouraged during the progress of the project.

### Booklet on Banking

To encourage the development of the saving habit on the part of the children in the public schools of Pennsylvania, the Pennsylvania Bankers Association is making available in quantity lots two helpful booklets on Banking and Elementary Economics. The one is a twenty-page pamphlet designed for the elementary grades and deals with such aspects of the subject as What Banks Do, Using the Bank, Savings at Work, and What Good Character Means at the Bank. A similar though somewhat larger booklet is available for high schools.

### Financial Freedom for Teachers

The greatest need for teachers, according to a recent statement by George Willard Frazier, President of the State Teachers College at Greeley, Colorado, if they are to play an effective part in making the best possible society for America, is financial freedom. Such freedom can be attained only through the adoption by those who administer the affairs of the schools, of the following economic principles for teachers: an adequate salary schedule, and adequate retirement allowance, a twelve month payment plan, flexible and usable credit, sick leave with pay, cooperative buying, and intelligent tenure.



# SCHOLARSHIPS AND STUDENT AID

## Information on Sources of Financial and Other Assistance for College Students

### A. INSTITUTE OF STUDENT AID (Hartford, Connecticut)

The chief service rendered by the Institute of Student Aid is the publication of a monthly periodical entitled "Student Aid", which presents authentic detailed information about various scholarships available for students who anticipate entering institutions of higher learning. Usually one field of study is treated in an issue of this periodical.

### B. SCHOLARSHIPS AND FELLOWSHIPS (Office of Education, Washington, D. C.)

This 150-page pamphlet which was issued as bulletin number 15, in 1931 by the Office of Education, in the United States Department of Interior, is arranged in four parts:

1. Scholarships and fellowships awarded at institutions of higher learning in the United States.
2. Scholarships designated for general and special fields of higher education.
3. State scholarships.
4. Privately endowed scholarships.

### C. SELF-HELP FOR COLLEGE STUDENTS (Office of Education, Washington, D. C.)

This 135-page pamphlet issued as bulletin number 2, in 1929 by the Bureau of Education in the Department of the Interior, sets forth various student loan funds in the United States, and also various ways by which college students may earn all or part of their college expenses.

### D. COLLEGE AND UNIVERSITY SCHOLARSHIPS (New Era Teachers Service, Elizabethtown, Pennsylvania)

This 300-page volume which was published in 1935, brings together the different phases of financial aid offered by the leading colleges and universities in the United States, including information on gift scholarships, loan scholarships, loan funds, fellowships, assistantships, research scholarships, and student self-help.

### E. AMERICAN UNIVERSITIES AND COLLEGES (Williams and Wilkins Co., Baltimore, Maryland)

This 1000-page volume published in 1932 under the auspices of the American Council of Education, treats practically all aspects of the institutions of higher learning. In presenting categorical information about each college, the text invariably mentions the number and value of the scholarships of the 600 institutions included.

### F. YEAR BOOK OF THE AMERICAN STUDENTS FOUNDATION (American Students Foundation, Radio City, New York City)

Several sections of this 300-page book are devoted to scholarships; one is entitled "A Classified Index of Scholarships in Colleges and Universities"; another, "Scholarships Available in Various Colleges and Universities" (this section covers 75-pages); and still another, "School Scholarships".

### G. MAKING YOURSELF A JOB (Dauphin Publishing Company, Harrisburg, Pennsylvania)

This 100-page student employment hand-

book compiled by M. D. Hockenburt, in 1936, describes various types of scholarships and loan funds, listing the same, and devotes a special chapter to ways and means of earning money while attending college through activities in salesmanship, trade, agriculture, advertising, clerical work, professional services, entertainment, athletics, etc.

### H. HOW STUDENTS ARE WORKING THEIR WAY THROUGH SCHOOL (Cokesbury Press, Nashville, Tenn.)

This volume published in 1929, is a compilation of replies, in a survey of college students to determine the various ways in which they are aiding themselves.

### I. SCHOLARSHIPS AND OPPORTUNITIES FOR SELF-HELP IN COLLEGES AND UNIVERSITIES. (Department of Public Instruction of Pennsylvania.)

This document is a 16-page mimeographed pamphlet prepared by the Department of Public Instruction of Pennsylvania in 1934, which lists the colleges in Pennsylvania in alphabetical order, and indicates the tuition rate, the type of college, the number of scholarships offered by the college, and the various opportunities for self-help by students attending the college. (Revise)

### J. STATE SCHOLARSHIPS (Department of Public Instruction of Pennsylvania)

As a means of helping worthy Pennsylvania high school graduates to secure a higher education, the Legislature in 1919 made possible the annual award of at least one scholarship in each county or senatorial district of the Commonwealth. Each scholarship award amounts to \$400 toward a four year college course in a Pennsylvania institution of higher learning.

The State Council of Education which is required by law to award these scholarships on the basis of competitive examination, has adopted regulations for the conduct of the examination through the Department of Public Instruction.

### K. COLORADO SCHOOL OF MINES SCHOLARSHIPS (Department of Public Instruction of Pennsylvania)

The Colorado School of Mines awards annually to Pennsylvania one scholarship carrying a monetary value of approximately \$250 for each of the four years. The selection of candidates is made from the list taking the state scholarship examination.

### L. MICHIGAN SCHOOL OF MINING AND TECHNOLOGY SCHOLARSHIP (Department of Public Instruction of Pennsylvania)

The Michigan College of Mining and Technology, Houghton, Michigan, offers a free scholarship to one student annually from each state. This scholarship relieves the holder from paying all tuition and matriculation fees and has a value of approximately \$225. The Pennsylvania scholarship to this institution will be awarded to the candidate selected from a group of qualified students taking the competitive scholarship examination.

### M. GEORGE PEABODY COLLEGE SCHOLARSHIP (Department of Public Instruction of Pennsylvania)

George Peabody College for Teachers located at Nashville, Tennessee, has allocated two scholarships of Fifty Dollars each to the state of Pennsylvania for the Summer Session of 1936. The scholarships are credited toward tuition and college fees only.

## ANTICIPATING ANNIVERSARIES

- |           |  |
|-----------|--|
| July 4    | Independence Day, 160th anniversary.   |
| July 4    | Nathaniel Hawthorne, 1804-1864. Writer, Novelist, Foreign Consul. Elected to the Hall of Fame in 1900.   |
| July 6    | John Paul Jones, 1747-1792. Heroic Naval Officer. "He hath made the flag of America respected among the flags of other nations." Elected to the Hall of Fame in 1925.  |
| July 9    | Elias Howe, 1819-1867. Inventor of the Sewing Machine, Soldier in Civil War. Elected to the Hall of Fame in 1915.  |
| July 10   | James A. M. Whistler, 1834-1903. Painter "Portrait of My Mother", Writer. Elected to the Hall of Fame in 1930.   |
| July 11   | John Quincy Adams, 1767-1848. Sixth President of the United States. A statesman, Senator, Foreign Minister. Elected to the Hall of Fame in 1905.   |
| July 23   | Charlotte Saunders Cushman, 1816-1876. Actress, Opera Singer, Tragedian. Elected to the Hall of Fame in 1915.  |
| July 31   | James Kent, 1763-1847. Lawyer, Judge, Chancellor of N. Y. State, Author. Elected to the Hall of Fame in 1900.  |
| Oct. 28   | 50th Anniversary of the Dedication of the Statue of Liberty.   |
| Nov. 9-15 | American Education Week.   |
| Dec. 8    | Horace 'Quintus Horatius Flaccus, 56 B. C.-80 A. D. Roman poet.  |
| 1936      | Centennial of the famous McGuffey Readers. Regarded as the greatest educational influence of the period from 1836 to 1900 on account of their bearing on the inculcation of habits of thrift, honesty, industry, and right thinking. |
| 1936      | Anniversary of the Charter of Bucknell University. A Memorial issue of the L'Agenda of the college is under preparation.   |
| 1936      | 300th Anniversary of Founding of Harvard University.   |
| 1937      | Anniversary of the Adoption of the Constitution of the United States.  |
| 1938      | 75th Anniversary of the Battle of Gettysburg.  |
| 1938      | 300th Anniversary of the first white settlement (Swede) in Pennsylvania.   |
| 1939      | 100th anniversary of the birth of Frances E. Willard. "She knew the power of banded ill, But felt that love was greater still; So organized for doing good The world's united womanhood."  |